



**Indiana  
Department of Education**

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# **Indiana's WIDA Implementation Guide for English Learners**

**Indiana Department of Education**

**Office of English Learning & Migrant Education**

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## Indiana's Vision and Mission for English Learners

The Indiana Department of Education (IDOE) is dedicated to providing high quality support to Indiana's schools, teachers, students, families, and community members. The WIDA Implementation Guide for English Learners is one component of our mission to build an educational system of high quality and equity that is focused on student-centered accountability. Nearly every school and school district across the state of Indiana has culturally and linguistically diverse students, representing over 250 different languages and steadily annual increases in the number of English learners in our schools. Educators and families need resources to support our diverse students by supporting academic language development in English while honoring the cultural heritage and native languages of our students.

In accordance with the No Child Left Behind Act of 2001 as amended by Indiana's ESEA Flexibility Waiver, Indiana committed to support English learners' transition to college and career ready standards by adopting ELP standards that are college and career ready while providing technical assistance to educators for their implementation. Indiana launched the WIDA English language development (ELD) standards in October 2013 to comply with these requirements for the 2014-2015 school year. The WIDA English language development (ELD) standards provide a framework for standards-based instructional and assessment planning for English learners so that they may attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging Indiana Academic Standards as all children are expected to meet. The Indiana Academic Standards are expectations for all students to achieve. Maintaining high expectations for our English learners and providing appropriate supports promote the English learners' abilities to be college and career ready upon completion of high school. The WIDA English language development (ELD) standards and accompanying English proficiency assessment recognize that educators must attend to the language skills needed of our students to achieve those same challenging academic standards as all students are expected to meet.

WIDA English language development standards utilize the Indiana Academic Standards to teach the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. The standards allow educators to recognize and support their students' academic language development and achievement serving as a foundation for curriculum, instruction, and assessment. The WIDA ELD standards allow English learners to communicate effectively for social and instructional purposes and academic content in the areas of language arts, mathematics, science, and social studies. All teachers, regardless of grade level or content expertise, should consider themselves English language teachers, as our students need the English skills to be successful in every classroom. Similarly, school leaders are equally responsible for the academic, linguistic, social, and emotional needs of English learners. All educators with English learners in their classroom are responsible for utilizing the WIDA standards and framework to ensure equitable access for all (Title VI of the Civil Rights Act of 1964). We must ensure the WIDA English language development (ELD) standards and Indiana Academic Standards are used collaboratively to create a continuous pathway to academic success for Indiana's English learners.

This document provides the guidance for school districts to effectively implement the WIDA English language development standards and regularly monitor their level of success. The IDOE's Office of English Learning and Migrant Education, along with content area experts, is dedicated to a smooth

transition to the WIDA English language development (ELD) standards. To assist in this transition, IDOE is committed to providing technical assistance, guidance, and additional support along the way to ensure all districts feel prepared to fully implement the WIDA English language development (ELD) standards with fidelity.

The Indiana Department of Education is committed to ensuring all students, regardless of language proficiency, receive an equitable education of high quality that prepares them for future college and career opportunities. Through collaboration with knowledgeable educators and community stakeholders, Indiana's Office of English Learning and Migrant Education is truly imagining the possibilities and making them happen.

*This living document is designed as a reference for district and school personnel working with English Learners (ELs). The content of the guide represents a compilation of information, examples and resources for your use. We will be continuously updating this document to provide further clarity and information to district and school personnel working with ELs.*

## Indiana WIDA ELD Standards Task Force

*The Indiana Department of Education would like to thank all of the following individuals and their work to support Indiana's English learners through high quality English language development standards.*

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## Introduction

The Indiana Department of Education (IDOE) officially launched the World-Class Instructional Design and Assessment (WIDA) English Language Development (ELD) standards in October 2013. The WIDA ELD standards support language development within all content areas and English Learner (EL) classrooms so that English learners can meet the same challenging Indiana academic standards as all children, as required by *No Child Left Behind of 2001*<sup>1</sup> and Indiana's ESEA Federal Flexibility Waiver<sup>2</sup>

The WIDA English Language Development (ELD) Standards Implementation Guide provides a comprehensive summary of the WIDA ELD standards framework to promote academic language development among English learners. This guide will support superintendents, curriculum directors, EL directors, principals, content area teachers, and EL staff to achieve the IDOE's vision of providing an equitable, high quality, and student-centered education for all students.

The guidance includes a general overview of the WIDA ELD standards framework, expectations for local implementation, and further guidance and support that will be forthcoming. District leaders may utilize this guidance by developing curriculum to ensure that the WIDA ELD standards are integrated with the Indiana Academic Standards. English learner and content area teachers will utilize the guidance to design meaningful instruction to support English learners at all proficiency levels while ensuring meaningful access to the Indiana Academic Standards.

## Background

### *What's WIDA?*

WIDA's mission, to support academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development, is exemplified in its Can Do Philosophy. The ten Guiding Principles of Language Development provide the theoretical and research bases for extensive standards work. The 15 Essential Actions for unlocking academic language use in school will help educators better understand the multiple facets of standards-referenced education for English language learners (ELLs).<sup>3</sup>

The WIDA ELD standards promote academic language development for ELs in five areas: social and instructional language, language of language arts, language of mathematics, language of science, and the language of social studies. The WIDA ELD standards reinforce that teachers of all content areas must attend to the language skills needed by their students to be successful within the content. The social and instructional language standard represents the academic language of school across any classroom, such as "Organize your notes for the exam next Friday." Additionally, content area teachers will utilize their content lessons as additional avenues for students to develop academic language skills, and not just relegate this responsibility to the EL or

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<sup>1</sup> Section 1111(b)(1) and 3111(b)(2)(C)(ii)

<sup>2</sup> <http://www2.ed.gov/policy/elsec/guid/esea-flexibility/map/in.html>

<sup>3</sup> Essential Actions Handbook p. 3 <http://www.wida.us/get.aspx?id=712>

English/language arts teachers. The standards promote a culture of shared responsibility by a collaborative instructional approach in which EL and content area teachers work together to promote ELs' language development.

### *Why WIDA?*

WIDA's can do philosophy believe that English learners provide a valuable asset to any classroom. When educators focus on what English learners can do rather than what they cannot, learning is built upon the assets a child brings. The native language of a student is a powerful tool for further learning. The varied cultural backgrounds of Indiana's English learners enrich the classroom experience for all students. A large achievement gap exists between native English speakers and English learners in Indiana; WIDA emphasizes that all educators are language teachers, and therefore provides a common goal to promote language proficiency in all classrooms. WIDA's ten Guiding Principles of Language Development include:

- 1) Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.
- 2) Students' home, school, and community experiences influence their language development.
- 3) Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.
- 4) Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.
- 5) Students learn language and culture through meaningful use and interaction.
- 6) Students use language in functional and communicative ways that vary according to context.
- 7) Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.
- 8) Students' development of academic language and academic content knowledge are inter-related processes.
- 9) Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.
- 10) Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.



### *How is WIDA different from Indiana's 2003 ELP standards?*

The 2003 ELP standards focus on reading, writing, listening, and speaking in the context of language arts only. WIDA offers 5 standards (social and instructional language, language of language arts, mathematics, science, and social studies) to ensure English learners are successful in attaining English proficiency while being used to ensure equitable access to the Indiana Academic Standards.

Indiana's 2003 English language proficiency standards provided a list of topics and skills that ELs must be taught at each grade level according to the student's English proficiency level. In contrast, the WIDA standards require that all teachers of English learners, including content area and EL staff, to attend to the language skills needed for English learners to be academically successful within the school setting and the content areas of language arts, mathematics, science, and social studies. The WIDA standards framework also provides examples of how to differentiate content area instruction for ELs and other helpful resources, such as the Can Do Descriptors. The WIDA standards framework highlights the importance of promoting language development within content area learning to promote ELLs academic achievement.

### *WIDA has many documents. Where do I begin?*

The Indiana Department of Education will provide annual support and training, along with regular professional development opportunities through the WIDA Consortium. Educators are recommended to use this implementation guide to build an initial level of understanding regarding the WIDA ELD Standards Framework. The following key points will help guide educators along this process:

- Indiana has launched the [2007 WIDA ELP Standards](#) and the accompanying [2012 Amplified ELD Standards](#). The standards themselves have remained unchanged from the 2007 to the 2012 version. The 2012 version builds upon the previous publications by making the framework more meaningful through additional model performance indicators and alignment to college and career ready standards. The 2012 version represents a name change from English language proficiency (ELP) to English language development (ELD) to represent that learning a new language is a continual process.
- [WIDA's 2007 ELP Standards](#) include resources such as:
  - Examples of sensory, graphic, and interactive supports (pgs RG-21-24).
  - Checklist for reviewing strands of model performance indicators to ensure that a lesson has all of the essential components (pgs RG-39).
  - Example topics and genres: Content related to WIDA's ELP standards (pgs 1-68). Educators can use these example content topics that are found in the Indiana Academic Standards to easily build lesson plans that support English learners at all levels of English proficiency.
- [WIDA's 2012 Amplified ELD Standards](#) include resources such as:
  - Integrated Strands (pgs 18-21). Educators can use these examples to learn how to create integrated units across multiple disciplines (i.e. E/LA, math, and history) that integrate the WIDA ELD standards.

- Expanded Strands (pgs 22-44). Educators can use these examples to understand the language features needed at the word/phrase, sentence, and discourse levels for each level of English proficiency in each lesson.
- Strands of Model Performance Indicators (MPIs) (pgs. 45-111). Educators can use these *models* to show how educators will connect the academic standards with the WIDA ELD standards, provide contexts for language use, ensure that all students have equal access to the same content, and adequately support the needs of English learners at varying proficiency levels. (See FAQ #9 on p. 27 for more information regarding the connection to the Indiana Academic Standards)
- [WIDA's Can Do Descriptors](#) provide educators with information on the language students are able to understand and produce in the classroom. The Can Do Descriptors are in grade level clusters of PreK-K, Grades 1-2, Grades 3-5, Grades 6-8, and Grades 9-12.

## The WIDA ELD Standards

The WIDA Standards framework is composed of several key components:

**The WIDA English language development (ELD) standards** reflect the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. These standards promote academic language development across four core content areas and the role of all teachers as teachers of language.

| Standard                                |  | Abbreviation                      |
|---|--|-----------------------------------|
| English Language Development Standard 1 | English language learners <b>communicate</b> for <b>Social</b> and <b>Instructional</b> purposes within the school setting                               | Social and Instructional language |
| English Language Development Standard 2 | English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Language Arts</b>  | The language of Language Arts     |
| English Language Development Standard 3 | English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Mathematics</b>    | The language of Mathematics       |
| English Language Development Standard 4 | English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Science</b>        | The language of Science           |
| English Language Development Standard 5 | English language learners <b>communicate</b> information, ideas and concepts necessary for academic success in the content area of <b>Social Studies</b> | The language of Social Studies    |

WIDA ELD Standards © [www.wida.us](http://www.wida.us)

## The Features of Academic Language

The WIDA ELD standards organize social, instructional, and academic language into three levels: discourse level, sentence level, and word/phrase level. WIDA's view of academic language extends beyond vocabulary.

Academic language includes *language forms and conventions* that students need to utilize vocabulary. *Linguistic complexity* recognizes the depth and breadth in which students utilize vocabulary and language forms. The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing components such as register, genre, topic, task, and participants' identities and social roles.

|                          | Performance Criteria   | Features  |
|--------------------------|--|---|
| <b>Discourse Level</b>   | <b>Linguistic Complexity</b><br><i>(Quantity and variety of oral and written text)</i>         | Amount of speech/written text<br>Structure of speech/written text<br>Density of speech/written text<br>Organization and cohesion of ideas<br>Variety of sentence types      |
| <b>Sentence Level</b>    | <b>Language Forms and Conventions</b><br><i>(Types, array, and use of language structures)</i> | Types and variety of grammatical structures<br>Conventions, mechanics, and fluency<br>Match of language forms to purpose/perspective  |
| <b>Word/Phrase Level</b> | <b>Vocabulary Usage</b><br><i>(Specificity of word or phrase choice)</i>                       | General, specific, and technical language<br>Multiple meanings of words and phrases<br>Formulaic and idiomatic expressions<br>Nuances and shades of meaning<br>Collocations |

## Performance Definitions by Language Domain

The levels of language proficiency correspond to the performance definitions of an English learner at a particular level of language proficiency for each domain (speaking, listening, reading, and writing) at the word/phrase, sentence, and discourse levels. The *Performance Definitions* describe the language ELs can process and produce toward the end of each level of English language development when given language supports, as determined by an English language proficiency assessment.

### WIDA Performance Definitions **Listening and Reading**, Grades K–12



At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

|  | Discourse Level   | Sentence Level  | Word/Phrase Level   |
|--|---|---|---|
|  | Linguistic Complexity   | Language Forms and Conventions  | Vocabulary Usage  |
| <b>Level 6 – Reaching</b> Language that meets all criteria through Level 5, Bridging |   |   |   |
| <b>Level 5<br/>Bridging</b>  | <ul style="list-style-type: none"> <li>Rich descriptive discourse with complex sentences</li> <li>Cohesive and organized related ideas</li> </ul> | <ul style="list-style-type: none"> <li>Compound, complex grammatical constructions (e.g., multiple phrases and clauses)</li> <li>A broad range of sentence patterns characteristic of particular content areas</li> </ul> | <ul style="list-style-type: none"> <li>Technical and abstract content-area language</li> <li>Words and expressions with shades of meaning for each content area</li> </ul>                                  |
| <b>Level 4<br/>Expanding</b>   | <ul style="list-style-type: none"> <li>Connected discourse with a variety of sentences</li> <li>Expanded related ideas</li> </ul>                 | <ul style="list-style-type: none"> <li>A variety of complex grammatical constructions</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>  | <ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words and expressions with multiple meanings or collocations and idioms for each content area</li> </ul>  |
| <b>Level 3<br/>Developing</b>  | <ul style="list-style-type: none"> <li>Discourse with a series of extended sentences</li> <li>Related ideas</li> </ul>                            | <ul style="list-style-type: none"> <li>Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions</li> <li>Sentence patterns across content areas</li> </ul>              | <ul style="list-style-type: none"> <li>Specific content words and expressions</li> <li>Words or expressions related to content area with common collocations and idioms across content areas</li> </ul>     |
| <b>Level 2<br/>Emerging</b>  | <ul style="list-style-type: none"> <li>Multiple related simple sentences</li> <li>An idea with details</li> </ul>                                 | <ul style="list-style-type: none"> <li>Compound grammatical constructions</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>   | <ul style="list-style-type: none"> <li>General and some specific content words and expressions (including cognates)</li> <li>Social and instructional words and expressions across content areas</li> </ul> |
| <b>Level 1<br/>Entering</b>  | <ul style="list-style-type: none"> <li>Single statements or questions</li> <li>An idea within words, phrases, or chunks of language</li> </ul>    | <ul style="list-style-type: none"> <li>Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)</li> <li>Common social and instructional forms and patterns</li> </ul>                              | <ul style="list-style-type: none"> <li>General content-related words</li> <li>Everyday social and instructional words and expressions</li> </ul>  |

...within sociocultural contexts for language use.

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At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

|  | Discourse Level  | Sentence Level   | Word/Phrase Level  |
|--|--|--|--|
|  | Linguistic Complexity  | Language Forms and Conventions   | Vocabulary Usage   |
| <b>Level 6 – Reaching</b> Language that meets all criteria through Level 5, Bridging |  |  |  |
| <b>Level 5<br/>Bridging</b>  | <ul style="list-style-type: none"> <li>Multiple, complex sentences</li> <li>Organized, cohesive, and coherent expression of ideas</li> </ul>   | <ul style="list-style-type: none"> <li>A variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect</li> <li>A broad range of sentence patterns characteristic of particular content areas</li> </ul> | <ul style="list-style-type: none"> <li>Technical and abstract content-area language</li> <li>Words and expressions with precise meaning related to content area topics</li> </ul>                                |
| <b>Level 4<br/>Expanding</b>   | <ul style="list-style-type: none"> <li>Short, expanded, and some complex sentences</li> <li>Organized expression of ideas with emerging cohesion</li> </ul>  | <ul style="list-style-type: none"> <li>A variety of grammatical structures and generally consistent use of conventions</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>  | <ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words and expressions with multiple meanings or common collocations and idioms across content areas</li> </ul> |
| <b>Level 3<br/>Developing</b>  | <ul style="list-style-type: none"> <li>Short and some expanded sentences with emerging complexity</li> <li>Expanded expression of one idea or emerging expression of multiple related ideas</li> </ul> | <ul style="list-style-type: none"> <li>Repetitive grammatical structures with occasional variation and emerging use of conventions</li> <li>Sentence patterns across content areas</li> </ul>  | <ul style="list-style-type: none"> <li>Specific content words and expressions (including content-specific cognates)</li> <li>Words or expressions related to content areas</li> </ul>                            |
| <b>Level 2<br/>Emerging</b>  | <ul style="list-style-type: none"> <li>Phrases or short sentences</li> <li>Emerging expression of ideas</li> </ul>   | <ul style="list-style-type: none"> <li>Formulaic grammatical structures and variable use of conventions</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>  | <ul style="list-style-type: none"> <li>General content words and expressions (including common cognates)</li> <li>Social and instructional words and expressions across content areas</li> </ul>                 |
| <b>Level 1<br/>Entering</b>  | <ul style="list-style-type: none"> <li>Words, phrases, or chunks of language</li> <li>Single words used to represent ideas</li> </ul>  | <ul style="list-style-type: none"> <li>Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)</li> <li>Phrasal patterns associated with common social and instructional situations</li> </ul>  | <ul style="list-style-type: none"> <li>General content-related words</li> <li>Everyday social and instructional words and familiar expressions</li> </ul>  |

...within sociocultural contexts for language use.

# Model Performance Indicator (MPI) Strands

MPIs are examples of how language is processed or produced within a lesson based upon an Indiana Academic Standard by students at particular levels of English language proficiency. Each MPI contains a student-specific *language function* that exemplifies a language task that a student at that proficiency level can complete based upon the Can Do Descriptors and Performance Definitions. The *content stem* is the same for all students across all levels of language proficiency and is derived from the Indiana Academic Standards. Support is provided to English learners to facilitate language development and mastery of the content stem; Educators might use sensory supports (i.e. models or photographs), graphic supports (i.e. graphic organizers or charts), or interactive supports (i.e. native language skills or partners) within an MPI.

Sample Individual Model Performance Indicator (MPI)

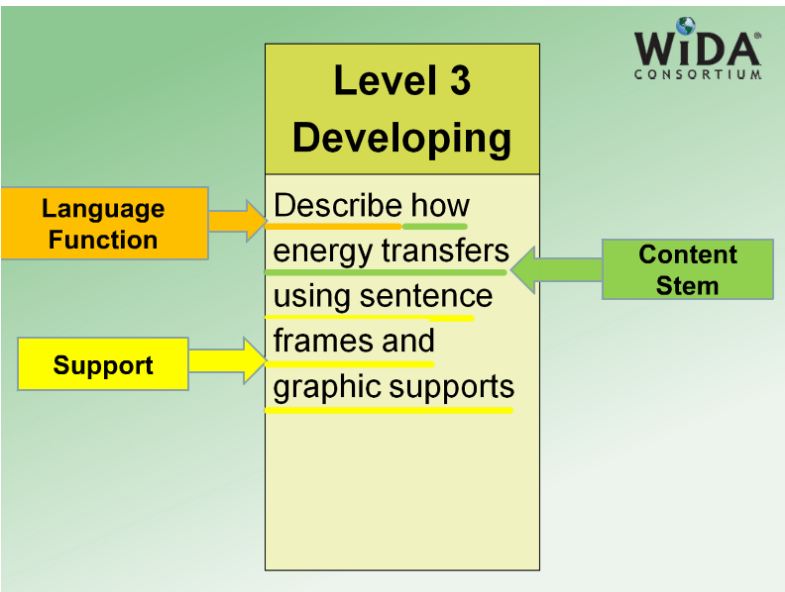
|         | Level 1<br>Entering  | Level 2<br>Emerging   | Level 3<br>Developing  | Level 4<br>Expanding   | Level 5<br>Bridging   | Level 6 – Reaching |
|---------|--|---|--|--|---|--------------------|
| READING | Identify language that indicates narrative points of view (e.g., “I” v. “he/she”) from illustrated text using word/phrase banks with a partner | Identify language that indicates narrative points of view (e.g., “he felt scared”) from illustrated text using word/phrase banks with a partner | Categorize passages based on narrative points of view from illustrated text using word/phrase banks with a partner | Compare narrative points of view in extended texts using graphic organizers with a partner | Compare and contrast narrative points of view in extended texts |                    |

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This is an example of an MPI for a Level 3 English learner in a science lesson. Each MPI has the following 3 components:

**Language Function** is a student-specific language expectation within the domain of the chosen activity; an English learner at this level would be expected to be able to *describe* within a speaking activity during a science lesson; WIDA’s performance definitions in [Listening and Reading](#) and [Speaking and Writing](#) and the Can Do Descriptors found in the [Download Library](#) are used to select the language function.

**Content Stem** anchors the language to the content and underlies the language development across all five levels of language proficiency; the content stem is an Indiana Academic Standard 2014 and will be the same for all students, as all students are expected meaningful access to the same challenging academic standards.



**Support** is provided to English learners to facilitate language development and mastery of the content stem; Educators might use sensory supports (i.e. models or photographs), graphic supports (i.e. graphic organizers or charts), or interactive supports (i.e. native language skills or partners) within an MPI.

More information can be found at [www.wida.us](http://www.wida.us) and [www.doe.in.gov/elme](http://www.doe.in.gov/elme)



|   |   |
|---|---|
| <b>ELD STANDARD:</b> <u>Standard 2: The Language of Language Arts</u> | <b>EXAMPLE TOPIC:</b> Literature Analysis |
|---|---|

**CONNECTION:** *Indiana Academic Standards 2014 English/Language Arts (8.RL.4.2):* Analyze how works of literature draw on and transform earlier texts.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students listen to class discussions about themes, patterns of events, or character types in a work of literature to make connections to their own lives and/or familiar stories or myths from their own cultures.

| COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE universal themes of literature  |   |  |   |   |
|---|---|--|---|---|
| LISTENING   | Level 1<br>Entering   | Level 2<br>Emerging  | Level 3<br>Developing   | Level 4<br>Expanding  |
|   | Select illustrations depicting literary characters, themes, and plots based on oral statements using environmental print (e.g., posters about character types and themes) | Select illustrations depicting literary characters, themes, and plots based on oral descriptions using environmental print | Classify examples of literary characters, themes, and plots based on oral descriptions with a partner | Find patterns related to literary characters, themes, and plots using graphic organizers with a partner |
|   |   |  |   | Level 5<br>Bridging   |
|   |   |  |   | Predict the evolution of literary characters, themes, and plots   |
| Level 6 - Reaching  |   |  |   |   |
| <b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: universal theme, character type, allegory, mythology, protagonist |   |  |   |   |

**ELD STANDARD:** Standard 3: The Language of Mathematics **EXAMPLE TOPIC: Mathematical relations & functions**

**CONNECTION:** *Indiana Academic Standards 2014 Mathematics- Pre-Calculus (MA.PC.F.1):* For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students use mathematical abstractions in equations and graphs to represent real-life situations (e.g., using functions and graphs to analyze the lunar cycle, analyze motion graphs of a falling object or parabolic motion).

| COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND properties of functions   |  |  |   |  |   |
|---|--|--|---|--|---|
| SPEAKING  | Level 1<br>Entering  | Level 2<br>Emerging  | Level 3<br>Developing   | Level 4<br>Expanding   | Level 5<br>Bridging   |
|   | Name key properties of functions using graphs and equations in L1 (first language) or L2 (second language; English) with a partner | Give examples of key properties of functions using labeled graphs and equations with a partner | Describe how key properties of functions are represented using labeled graphs and equations | Summarize representations of key properties of functions in small groups (e.g., think aloud) | Explain with details representations of key properties of functions in small groups |
| Level 6 - Reaching  |  |  |   |  |   |
| TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: periodicity, rate of change, quadratic functions, parabola |  |  |   |  |   |

**ELD STANDARD:** Standard 4: The Language of Science **EXAMPLE TOPIC:** Solar System

**CONNECTION:** *Indiana Academic Standards for Science 2010 (5.2.4):* Use a calendar to record observations of the shape of the moon and the rising and setting times over the course of a month. Based on the observations, describe patterns in the moon cycle.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students explore a variety of informational texts and media to discover how Earth's rotation around the sun affects shadows, day and night, and the phases of the moon and extract pertinent information to create a class book to share with other students (and grade levels) who are also exploring day and night in science.

| COGNITIVE FUNCTION: Students at all levels of English language proficiency EXAMINE the effects of Earth's rotation   |  |  |   |  |
|--|--|--|---|--|
| WRITING  | Level 1<br>Entering  | Level 2<br>Emerging  | Level 3<br>Developing   | Level 4<br>Expanding   |
|  | List words and phrases associated with Earth's rotation using realia (real objects) and graphic support with a partner | List the steps associated with Earth's rotation using graphic organizers and illustrated words banks in small groups | Describe the Earth's rotation in sentences using illustrated texts and graphic organizers in small groups | Explain and organize sentences associated with Earth's rotation from a variety of texts (e.g., books, media, encyclopedias) with a partner |
| Level 5<br>Bridging  |  |  |   |  |
| Level 6 - Reaching   |  |  |   |  |
| TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: Earth, rotation, phases of the moon |  |  |   |  |

**ELD STANDARD:** Standard 5: The Language of Social Studies **EXAMPLE TOPIC: Nonfiction: Historical People**

**CONNECTION:** *Indiana Academic Standards 2014 English/Language Arts (2.RN.2.2):* Identify the main idea of a multiparagraph text and the topic of each paragraph. *Indiana Academic Standards Social Studies 2014 (2.1.3):* Identify individuals who had a positive impact on the local community

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students research historical times and people using informational texts in preparation for creating a timeline poster.

| COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the connections between different historical times and people                         |   |  |  |  |   |
|--|---|--|--|--|---|
| READING  | Level 1<br>Entering   | Level 2<br>Emerging  | Level 3<br>Developing  | Level 4<br>Expanding   | Level 5<br>Bridging   |
|  | Match pictures with information about historical times and people from illustrated texts with a partner | Identify important information about historical times and people from illustrated texts with a partner | Sort information about historical times and people from illustrated texts using graphic organizers in small groups | Sequence information about historical times and people from illustrated texts using graphic organizers in small groups | Connect information about historical times and people from illustrated texts using graphic organizers (e.g., timelines) |
| Level 6 - Reaching   |   |  |  |  |   |
| TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: historical times, communication |   |  |  |  |   |

## Regulatory Requirements

*What are districts expected to do in regards to the WIDA standards?*

The WIDA ELD standards became Indiana's English language proficiency standards in October 2013. Beginning in the 2014-2015 school year, districts are expected to integrate the WIDA standards into classes where ELs participate, including content areas, per No Child Left Behind<sup>4</sup> and Indiana's ESEA Federal Flexibility Waiver<sup>5</sup>. WIDA emphasizes college and career readiness through its focus on

- oral language development
- literacy across the content areas, attention to genre, text type, register
- attention to genre, text type, register, and language forms and conventions
- use of instructional supports

Beginning in the SY 2014-15, all educators who teach ELs are expected to integrate components of the WIDA ELD standards framework into their instruction and assessments. The WIDA standards promote an integrated approach to support English language development, and both EL and content area teachers should be teaching academic language and differentiating instruction for ELs based on their specific teaching context. Educators can view model performance indicators within the 2012 WIDA ELD Standards<sup>6</sup> for their respective grade levels and subject areas to learn more about implementing WIDA. Many of the components of WIDA could be viewed by administrators through instructional walkthroughs and observations of instructional planning. The local school district maintains the ability to determine the type of evidence collected or observed to ensure that all teachers of English learners are implementing the WIDA standards with fidelity.

## Process

Effectively implementing the WIDA ELD standards into content area and EL classrooms will be a multi-year process. The transition requires strategic planning from district leadership, comprehensive training about the WIDA framework, and collaboration between content area and EL teachers. The Indiana Department of Education recognizes that full implementation of the WIDA Standards Framework will be an ongoing process.

During the 2014-2015 school year, districts will be required to submit a plan for implementing the WIDA ELD standards via their Title III or Non-English Speaking Program (NESP) application. This plan may include, but is not limited to, information about:

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<sup>4</sup> Section 1111(b)(1) and 3111(b)(2)(C)(ii)

<sup>5</sup> <http://www2.ed.gov/policy/elsec/guid/esea-flexibility/map/in.html>

<sup>6</sup> <http://www.wida.us/get.aspx?id=540>

- WIDA training opportunities for district staff, especially core content area and EL teachers who teach ELs and their supervising staff;
- A process and approach for reviewing or developing EL curricula that integrates key components of the WIDA standards framework;
- A process and approach for reviewing content area curricula so that it incorporates key components of the WIDA standards framework; and
- Implementation timelines and action steps, along with specific district and/or school staff responsible for each action step.

District leaders have flexibility to develop a plan and approach for WIDA integration that reflects their local context and initiatives. WIDA implementation plans should also be regularly updated to reflect accomplishments and evaluation of initial efforts.

In subsequent years, local school districts will update the implementation plans and further complete curriculum alignment in order to effectively serve their English learners.

## Department Sponsored Trainings and Technical Assistance

*How will the IDOE support this important work?*

Multiple WIDA trainings have been held since the launch of the standards in October 2013, and further sessions will be held in Summer 2014 for district leaders and educators. The Indiana Department of Education plans to offer more trainings in the future to expand the depth of the implementation of the WIDA standards at the local level. However, the administrators at the local level maintain the responsibility of ensuring that the teachers of English learners, including content areas and EL staff, are equipped to implement the WIDA standards, which will include training led at the local and regional levels.

Preliminary plans for further state-led training will include:

- 1-day WIDA Standards Framework Overviews focused on the principles, organization and key components of the WIDA framework;
- 3-day WIDA Training of Trainers focused on the principles, organization and key components of the WIDA framework and how to provide in-house basic WIDA professional development;
- Consultations and workshops about the WIDA standards framework
- WIDA standards presentations for local, regional, and state conferences

Additionally, the IDOE recognizes that districts, schools, educators, and parents will need continued support and we are committed to this work. Further guidance will be provided on an ongoing basis, including technical assistance consultations, resource documents, in-person trainings, web-based materials, and webinars.



# WIDA Resource Guide

Use the 15 activities below at the local level to begin learning about the newly adopted WIDA English language development (ELD) standards to increase the academic achievement of the English learners (ELs) in your schools.



## Standards Framework & Foundations

Review the [2012 Amplification Overview Tutorial](#). The 2012 amplified standards introduce new elements added to the strands in the 2007 ELP standards.

Discuss the [Defining Features of Academic Language and Performance Definitions](#). Language learning is more relevant when ELs utilize language in a variety of contexts.

Recognize that WIDA only has 5 standards across K-12. You will **NOT** find K.1.1, K.1.2, etc. The power of WIDA is to make content learning more accessible. Go to [p. 3](#) to review how language learning takes place in ALL content area classrooms.

WIDA operates on a “can do” philosophy. Go to the [Download Library](#) and find the Can Do descriptors on the left hand side. View the descriptors for what an EL can do in reading, writing, listening, and speaking in each grade level cluster.

Know that WIDA standards are taught **with** the content area standards. WIDA resources provide several *examples* of other state and Common Core standards lessons. More Indiana specific content standard examples will be developed as we implement WIDA.

## Lesson Plan Design

To complete the next activities, have an “EL in mind” from your classroom, school, or district. Know the grade level and then find his/her LAS links level, as this is comparable to the levels in WIDA.

Watch a science teacher make learning accessible for ALL students by using the WIDA standards during this [lesson](#). More videos can be found here at Virginia’s DOE [website](#) under “Instruction”.

WIDA provides [expanded strands](#) and model performance indicators (MPI) to show teachers how a content lesson is designed beginning to end with WIDA. Review an expanded standard for the grade level of your “EL in mind”. KDG starts on p. 22.

Review this [Indiana example](#) of a lesson using the WIDA standards framework. Find the activity and supports that were provided to your “EL in mind.”

Make learning accessible for ALL your students by creating your own sample lesson using the WIDA standards framework by using this [blank template](#). Use the expanded strands and the can do descriptors to help.

## Essential Resources

Read the [Focus on Differentiation Part I bulletin](#). Follow along with one E/LA teacher who utilizes WIDA to make the same content standard accessible to ALL students. Visit the download library section at [www.wida.us](#) for more resources.

Title III and NESP funds both can be used to support WIDA standards implementation. You can purchase materials from the [online store](#) or pay for the time for teams of content and EL educators to collaborate regarding WIDA standards implementation.

Visit the WIDA section of the [IDOE website](#) and join the [Title III and NESP Learning Connection](#) community. More WIDA-related announcements will be posted here.

Already have an EL curriculum and want to review how your materials address key elements of WIDA? Visit [WIDA Prime](#) to see how your curriculum correlates with WIDA.

Still hungry for more? Don’t worry! We are just beginning this work. Stay tuned for future announcements for standards training that will be held across the state.



## Sample WIDA Standards Framework Implementation Project Plan

School districts may wish to use this resource to plan the implementation of the WIDA ELD Standards Framework with all educators of English learners. This is a suggested plan; school districts may wish to alter items within this plan. The activities below may be supported via Title I (for eligible students/schools), Title II, Title III, and Non-English Speaking Program (NESP).

| Task   | Timeframe/<br>Deadline                | Resource<br>Names | Comments/<br>Outcome | Budget |
|--|---------------------------------------|-------------------|----------------------|--------|
| WIDA ELD standards overview training for administrators  | Ongoing; Beginning of School Year     |                   |                      |        |
| WIDA ELD standards overview training for all teachers of English learners (EL, content area etc.)  | Ongoing; Beginning of School Year     |                   |                      |        |
| Review and development of EL and content area curriculum to ensure WIDA Integration  | Ongoing; Fall/Winter of School Year   |                   |                      |        |
| Provide outreach to inform EL families about the WIDA ELD Standards and integration with Indiana Academic Standards to improve achievement   | Ongoing; Fall/Winter of School Year   |                   |                      |        |
| Develop a WIDA cadre or leadership team of educators to develop/offer further training   | Ongoing; Winter/Spring of School Year |                   |                      |        |
| Analyze local formative (i.e. progress monitoring) and summative ( i.e. ACCESS, ISTEP+) data to evaluate program success   | Ongoing; Spring of School Year        |                   |                      |        |
| Determine effectiveness and fidelity of WIDA standards implementation in accountability plans, such as teacher accountability ( <i>use state/local funds only</i> ) or school improvement plan | Ongoing; Spring of School Year        |                   |                      |        |
| Reflect upon program effectiveness and update WIDA implementation plan   | Ongoing; Summer                       |                   |                      |        |

## English Language Proficiency Assessment Transition Guidance

**Why is Indiana changing English language proficiency assessments?** In accordance with Title I of the No Child Left Behind Act of 2001, all states are required to identify the languages other than English present in their student population, assess the language proficiency of students in order to place them in the appropriate language development program, and administer an annual assessment of English proficiency to include the students' oral language, reading, and writing skills in English [1111(b)(6) and 1111(b)(7)]. Indiana's ESEA Flexibility Waiver requires the state to adopt an English language proficiency assessment that is college and career ready and aligned to Indiana's English language development standards. Indiana launched the World-Class Instructional Design and Assessment (WIDA) English language development standards in October 2013 and anticipates joining the WIDA consortium to adopt the corresponding English language proficiency assessments for the 2014-2015 school year, replacing the current use of LAS Links.

**What assessments are offered by WIDA?** WIDA offers a comprehensive assessment system that consists of the W-APT (Wida-ACCESS Placement Test) and the WIDA ACCESS for ELs, which is given annually to monitor students' progress in acquiring academic language.

**What placement test do I use for the 2014-2015 school year?** School districts may choose to use remaining LAS Links placement tests to identify and place students in the appropriate language development program for the 2014-2015 school year or begin administering the W-APT (Wida-ACCESS Placement Test) once staff members are successfully trained through the WIDA training materials. The Indiana Department of Education will no longer provide LAS Links material; however, districts may use their own state or local funds to purchase additional LAS Links materials, if needed or use W-APT at no cost. The 2014-2015 school year will be the only year where the use of both the LAS Links and W-APT placement tests will be allowed. Full transition to the use of the W-APT placement test will begin no later than the 2015-2016 school year.

**What annual assessment do I use for the 2014-2015 school year?** School districts will use the WIDA ACCESS for ELs as the annual proficiency assessment.

**How will assessment training be provided?** Corporation test coordinators (CTCs) will be provided login credentials to the WIDA training materials, where assessment overviews, professional development, and resources will be available. The CTCs will be responsible for ensuring all staff members have been trained to administer the new assessments.

**What are the next steps?** Districts may choose to use either the LAS Links placement test or the W-APT to place students in the appropriate language development program for the 2014-2015 school year. Schools will only administer ACCESS as the annual ELP assessment during the 2014-2015 school year. Instead of administering both the annual LAS Links and ACCESS assessments, the Indiana Department of Education will conduct a bridge study to determine exit criteria and reset targets for AMAO 1 and 2. The bridge study will analyze data from both the old metric and the new metric in order to maintain consistent reporting.

## Frequently Asked Questions

1. **When were the WIDA ELD standards adopted?** October 2013
2. **Why does a state have ELP standards?** The Indiana English Language Development Standards (WIDA) meet the requirements of the No Child Left Behind Act of 2001 by providing a framework for standards-based instructional and assessment planning for English language learners so that they may attain English proficiency, develop high levels of academic attainment in English, and meet the same challenging Indiana academic content and student academic achievement standards as all children are expected to meet [1111(b)(1) and 3111(b)(2)(C)(ii)]. According to Indiana's ESEA Flexibility Waiver, Indiana will provide professional development and other supports to prepare teachers to teach all students including English learners. To support ELs' transition to college and career ready standards, the IDOE committed, in its approved ESEA flexibility request, to adopt ELP standards. Indiana launched the WIDA English language development standards to comply with these requirements.
3. **Why are there two versions of the WIDA standards: 2007 and 2012?** The 2012 WIDA English language development (ELD) standards are an *amplified* version of the 2007 English language proficiency (ELP) standards. The standards have remained unchanged but the framework components of WIDA, including the supplementary resources, have been developed further.
4. **Connection to Indiana Academic Standards:** The 5 WIDA standards and framework consists of 5 components:
  - Can Do Philosophy
  - Guiding Principles of Language Development
  - Age Appropriate Academic Language in Socio-Cultural Context
  - Performance Definitions
  - Strands of Model Performance Indicators
5. **How are the WIDA ELD standards used by educators and parents?** WIDA English language development standards utilize the Indiana Academic Standards to teach the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. The standards allow educators to recognize and support their students' academic language development and achievement serving as a foundation for curriculum, instruction, and assessment. Further, it is a tool that parents of English learners may use to support their academic progress and English language acquisition. The WIDA ELD standards allow English learners to communicate effectively for social and instructional purposes and academic content in the areas of language arts, mathematics, science, and social studies.

**6. Who teaches the WIDA ELD standards?** All educators with English learners in their classroom are responsible for utilizing the WIDA standards and framework to ensure equitable access for all. We must ensure the ELD standards and Indiana Academic Standards are used collaboratively to create a continuous pathway to academic success for Indiana's English learners.

**7. What are the resources on the IDOE website regarding the WIDA Standards Framework?**

- [2012 WIDA Amplified English Language Development \(ELD\) Standards](#)
  - Section 1: Understanding the WIDA Standards Framework
    - Page 3: View the five WIDA standards that represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.
    - Page 7: View the features of academic language in WIDA's standards
    - Page 9: WIDA performance definitions that English learners will produce at each grade of a given level of English language proficiency, and with instructional support
  - Section 2: Integrated Strands across multiple disciplines
  - Section 3: Expanded Strands by linguistic complexity
  - Section 4: Strands by Grade Level via Model Performance Indicators (MPIs)
- 2007 WIDA English Language Proficiency (ELP) Standards [PreK- Grade 5](#) & [Grades 6-12](#)
  - Organization of the standards: summative and formative frameworks
  - Language proficiency levels and performance definitions
- Can Do Descriptors, found in the [download library](#), are designed to support teachers by providing them the information regarding the language that students are able to understand and produce in the classroom across all academic content areas
- [Guiding Principles of Language Development](#) provide the research-based principles of language development behind the WIDA standards
- [Essential Actions Handbook](#) provides an implementation guide for educators to answer the questions of "Why are there so many components?", "What is the reasoning behind each component?", and "What is important to consider in implementing English language development standards?"
- Glossary of Terms and Expressions Related to the WIDA Standards

**8. How does WIDA support instructional differentiation and second language learning?**

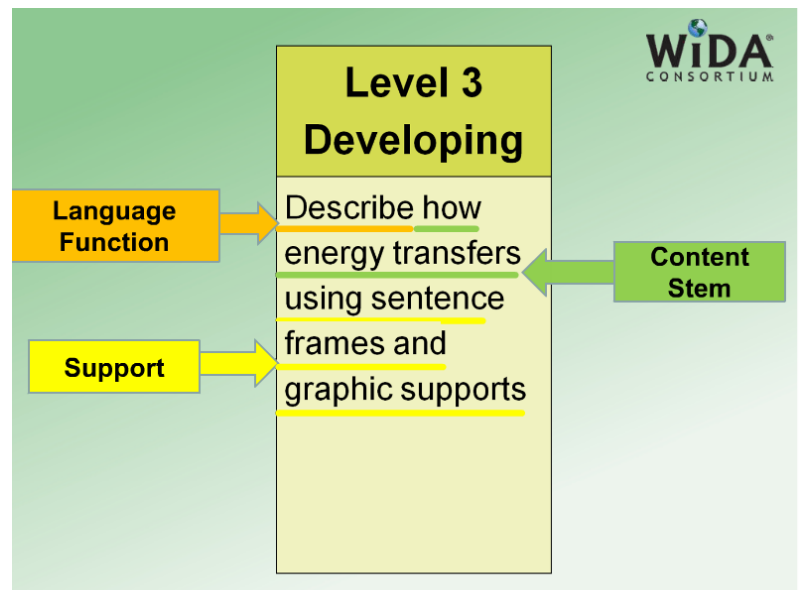
WIDA's theoretical foundations recognize that language is not learned absent of context; therefore, content area classrooms must facilitate language development collaboratively with the English language development services that an English learner receives. The can do descriptors provide teachers with performance definitions of what an English learner can do

within speaking, listening, reading, and writing at specific English language proficiency levels. WIDA's guiding principles of language development recognize that a student's native language facilitates their academic language development in English, students learn language and culture through meaningful use and interaction, and the acquisition of academic language and content are inter-related processes.

9. **The WIDA standards framework references the Common Core State Standards several times. Can Indiana still use WIDA?** Yes. Indiana educators will use the state adopted Indiana Academic Standards for the content stems in any lesson for English learners. An important feature of the WIDA standards framework is an explicit **CONNECTION** to state content standards. The Model Performance Indicators (MPIs) include samples from several states that use Common Core or have their own academic standards, like Indiana.
10. **What does a model performance indicator (MPI) include?** A model performance indicator is an example of how language is processed or produced within an Indiana Academic Standard by students at particular levels of English language proficiency.

This is an example of an MPI for a Level 3 English learner in a science lesson. Each MPI has the following 3 components:

**Language Function** is a student-specific language expectation within the domain of the chosen activity; an English learner at this level would be expected to be able to *describe* within a speaking activity during a science lesson; WIDA's performance definitions in [Listening and Reading](#) and [Speaking and Writing](#) and the Can Do Descriptors found in the [Download Library](#) are used to select the language function.



**Content Stem** anchors the language to the content and underlies the language development across all five levels of language proficiency; the content stem is an Indiana Academic Standard 2014 and will be the same for all students, as all students are expected meaningful access to the same challenging academic standards.

**Support** is provided to English learners to facilitate language development and mastery of the content stem; Educators might use sensory supports (i.e. models or photographs), graphic supports (i.e. graphic organizers or charts), or interactive supports (i.e. native language skills or partners) within an MPI.

More information can be found at [www.wida.us](http://www.wida.us) and [www.doe.in.gov/elme](http://www.doe.in.gov/elme)

## Glossary of Terms and Expressions Related to the WIDA Standards

**academic content standards:** the skills and knowledge expected of Indiana students in the core content areas for each grade level via the [Indiana Academic Standards](#)

**academic language:** the oral and written text required for all students, including English learners, to succeed in school; utilizes deep understanding and communication of the language of content within a classroom environment in language arts, mathematics, science, and social studies

**amplified strands:** a framework that includes examples of the three performance criteria of academic language across levels of language proficiency: linguistic complexity, language forms and conventions, and vocabulary usage

**basic interpersonal communication skills (BICS):** the ability of an English learners to interact in social situations using day-to-day language in informal situations; often takes 3-5 years for an English learner to develop

**cognitive academic language proficiency (CALP):** the ability of an English learner to interact with and utilize *academic* language successfully within an educational setting; often takes 5-7 years for an English learner to develop

**cognitive functions:** the mental processes involves in learning

**collocation:** words or phrases that naturally occur together (e.g., “peanut butter and jelly,” or “a strong resemblance”)

**complementary strands:** the use of the standards framework to represent critical areas of schooling outside the five English language development standards, including music and performing arts, the humanities, visual arts, health and physical education, technology, and engineering

**content stem:** the element of model performance indicators, derived from the Indiana academic standards, that provides a standards-referenced example for teaching language within the content

**connections to academic content standards:** examples of the association to the Indiana academic standards

**discourse:** extended oral or written language conveying multiple ideas; its language features are shaped by the genre, text type, situation, and register

**domains:** the four modalities of language; listening, speaking, reading, and writing

**English language proficiency (ELP):** the current level of English skills possessed by a student in the areas of speaking, listening, reading, and writing; determined by an English language proficiency assessment

**English learners:** Students who have been identified by the language proficiency assessment as limited English proficient (LEP) that require language support to achieve grade-level content in English

**ESL/ENL/ELL:** These terms are often used interchangeable to reference an English learner; English as a Second Language (ESL), English as a New Language (ENL), English Language Learner (ELL)

**example context for language use:** the task or activity in which communication occurs

**example topic:** theme or concept derived from Indiana academic standards that provides the context for language development

**fluent English proficient (FEP):** An English learner who has achieved fluency in English (speaking, listening, reading, and writing) as determined by an English language proficiency assessment (Level 5)

**home language survey (HLS):** A survey administered to students enrolling in an Indiana school for the first time (i.e. KDG or a student transferring from out of state) to ask the native language, language used most often, and language used in the home *by the student*

**instructional language:** the language that is found in typical classroom communication across any teacher, such as “Open your books to page...”

**instructional supports:** sensory, graphic, and interactive resources used in instruction and assessment to assist English learners in making meaning from language and content

**integrated strands:** a framework for the WIDA ELD standards in which grade levels, language domains, and standards are combined across multiple content areas

**L1:** the first language a student learns; usually refers to a home language(s) other than English, although for some English learners, a second language (L2) may be developing simultaneously alongside the L1

**L2:** the second language a student acquires, usually refers to English as an additional language

**language development standards:** language expectations for English learners represented within developing levels of English proficiency

**language function:** the purpose for which oral or written communication is being used (i.e. describe, compare)

**language proficiency:** a person’s ability in processing (listening and reading) and producing (speaking and writing)

**language forms and conventions:** the grammatical structures, patterns, syntax, and mechanics associated with sentence level meaning; one of three criteria that constitute the performance definitions

**language minority:** A student who utilizes a language other than English as a native language, language used most often, or language used most often in the home *by the student* via a Home Language Survey (HLS); A language minority student who is found to be limited English proficient (LEP) via an English language proficiency assessment is classified as an English learner

**levels of language proficiency:** the division of the second language acquisition continuum into stages descriptive of the process of language development; the WIDA ELD Standards have six levels of language proficiency: 1–Entering, 2–Emerging, 3–Developing, 4–Expanding, 5–Bridging, and 6–Reaching

**Level 1:** beginner; students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills; they are able to respond to some simple communication tasks

**Level 2:** early intermediate; students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks

**Level 3:** intermediate; students performing at this level of English language proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs; they are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language

**Level 4:** advanced; students performing at this level of English language proficiency combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of conventions are still evident

**Level 5:** fluent English proficient (FEP); students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands; students speak, understand, read, write, and comprehend English without difficulty and display academic achievement comparable to native English-speaking peers; to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are necessary

**limited English proficient (LEP):** an English learner that is not fluent English proficient (FEP) as determined by an English language proficiency assessment (Levels 1-4) in listening, speaking, reading,



and writing

**linguistic complexity:** the organization, cohesion, and relationship between ideas expressed in the variety and kinds of sentences that make up different genres and text types in oral or written language at the discourse level; one of three criteria that constitute the performance definitions

**model performance indicator (MPI):** a single item within the standards matrix that describes a specific level of English language development (i.e. emerging) for a language domain (i.e. speaking) within a grade or grade-level cluster

**performance definitions:** the criteria that define linguistic complexity, language forms and conventions, and vocabulary usage for receptive (listening and reading) and productive (speaking and writing) language across the five levels of language proficiency

**productive language:** communicating meaning through the language domains of speaking and writing

**realia:** real-life objects used as instructional supports for language and content learning (i.e. a real plant is used in a science class versus a picture of a plant)

**receptive language:** the processing of language through listening and reading

**register:** features of language that vary according to the context, the groups of users, and purpose of the communication (i.e. the speech used when students talk to their peers versus their principal)

**scaffolding:** careful shaping of the supports (i.e. processes, environment, and materials) used to build on students' existing skills and knowledge to support their progress from level to level of language proficiency

**social language:** the everyday registers used in interactions outside and inside school

**sociocultural context:** language associated with the culture and society in which it is used; in reference to schooling, sociocultural context revolves around the interaction between students and the classroom language environment, which includes both curriculum and language used in teaching and learning

**specific language:** words or expressions used across multiple academic content areas in school (i.e. chart, total, individual)

**standards framework:** the components representing WIDA's five ELD standards, the features of academic language, the performance definitions, and the strands of model performance indicators (standards matrix)

**technical language:** the most precise words or expressions associated with topics within academic content areas in school (i.e. photosynthesis)

**topic-related language:** grade-level words and expressions, including those with multiple meanings and cognates (words similar in two or more languages), that are associated with the example topic within the standards matrix

**visual support:** instructional materials or actions that accompany written or oral language to help English learners access meaning (i.e. illustrations, graphic organizers, charts)

**vocabulary usage:** specific words or phrases for a given topic and context; one of three criteria that constitute the performance definitions

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